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ABSTRACT

An outline is presented of the San Francisco Community College District's plan for informing students about Acquired Immune Deficiency Syndrome (AIDS). After stating the purpose of the plan and offering brief profiles of the epidemiology of AIDS, the history of AIDS education in the district, and district characteristics, the plan lists the following elements of the AIDS education program: (1) assessing the educational needs of and the most effective ways of disseminating information to students and staff; (2) providing in-service staff development activities for instructional faculty, counselors, classified staff, and administrators; (3) educating students by supplying written information to all students each term, by giving information to interested students only, or by integrating AIDS education as a required subject within various curricula; (4) initiating student/peer activities; (5) creating an AIDS Education Office; and (6) establishing liaisons with community and educational organizations. After evaluation, budgetary, and timing issues are noted, the plan offers guidelines for curriculum and course development, programs for populations with special needs, personnel and administrative policies, special safety provisions, and educational events. Addenda include a guide to organizing an AIDS Awareness Week, district guidelines and policy statements, and an AIDS Education Office sample budget. (MDB)

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SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

AIDS EDUCATION PLAN

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JC 880 214

San Francisco Community College District

City College of San Francisco/Community College Centers

33 Gough Street • San Francisco, California 94103 • (415) 239-3 192
550-3100

August 24, 1987

Ms. Rosa G. Perez
Vice Chancellor, Educational Services
San Francisco Community College District
33 Gough Street
San Francisco, CA 94103

Dear Vice-Chancellor Perez:

Attached is the AIDS Education Plan for the San Francisco Community College District as you requested. We feel that this plan will serve the District in its ongoing efforts to educate staff and students about AIDS.

We very much appreciate the opportunity given us to formalize this comprehensive approach to AIDS education within the District.

Sincerely,

Diana T. Bernstein

Diana T. Bernstein

Chester A. Roaman

Chester A. Roaman

San Francisco Community College District
Alan S. [illegible]
Robert E. [illegible] President
Ernest "Chuck" [illegible] Amos C. Brown
John Riordan [illegible] Dr. Tim Wolfred
Hilary Hsu, C[illegible] Superintendent

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Office of the Chancellor

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Addenda

1. Diana Bernstein and Chester A. Roaman Co-Authors AIDS Awareness Week: an Operational Model - In Press American Journal of College Health

2. Edmund Bedecarrax 1987. Chancellor's Grant Fund for the Improvement of Educational Services Grant Proposal: AIDS Prevention - Creation of an Educational Model.

3. Guidelines for Administration, Faculty, Staff and Students

4. Administrative Regulations of the SFCCD AIDS/ARC Policy Statement

5. SFCCD AIDS Education Office Sample Budget

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Office of the Chancellor

AIDS EDUCATION PLAN

I Purpose

A To provide an organized approach for AIDS education within the San Francisco Community College District in accordance with the District Policy.

II BACKGROUND

A. AIDS Crises

1. First documented cases in the U.S. as early as 1977.

2. 1981, the year of medical awareness of a "new disease."

3. 1983, AIDS virus discovered. Later renamed HIV (Human Immunodeficiency Virus).

4. 1985, test to detect HIV antibody made available. Main purpose of the test was to eliminate contaminated blood from the blood bank supply.

5. Statistics:

a. United States:

1) July, 1987: 22,548 reported deaths since 1981.

b. San Francisco:

1) July 1987: 2,094 reported deaths since 1981.

B. History of AIDS education in the San Francisco Community College District

1. Fall semester 1985, an ad hoc AIDS committee was organized by Student Health.

Governing Board
San Francisco Community College District
Alan S. [illegible], President
Robert E. [illegible], Vice President
Ernest "Chuck" [illegible], Amos C. Brown
John Riordan [illegible], Dr. Tim Wolfred
Hilary Hsu, Chancellor-Superintendent

2. A subcommittee worked four months to produce a very successful AIDS Awareness Week that took place April 7-12, 1986 (see addendum 1).
3. A district-wide AIDS Policy Committee was formed by the Chancellor to formulate an AIDS policy statement and appropriate guidelines.
4. AIDS policy statement adopted by the San Francisco Community College Governing Board, September, 1986 (see addendum 2).
5. Six Policy Committee members attended U.C. Berkeley's Conference "AIDS on the College Campus" January, 1987.
6. After the conference, the committee requested that its mandate be extended to AIDS education.
7. The committee concluded that meeting on a monthly basis was insufficient time to provide an AIDS education program for the District.
8. An abbreviated AIDS Awareness Week took place May 4-8, 1987.
9. Summer 1987, the development of an AIDS Education Plan for the District.
10. Summer 1987, funding for an AIDS Education Coordinator position was initiated and unanimously approved by the San Francisco Community College District Governing Board.

C. Relevant AIDS Issues

1. Risk behaviors
   a. Unprotected sexual contact.
   b. Direct blood-to-blood contact, i.e., sharing of hypodermic needles.
   c. Transmission of virus from infected woman to child.

2. Student AIDS-related risk behaviors

   a. "Many college students are very sexually active.

   b. "In a developmental period of life where experimentation with a variety of sexual practices is common.

   c. "Many have inadequate knowledge of sexually transmitted diseases.

   d. "Significant numbers of students drink excessively and experiment with recreational drugs"[1].

3. "Because the disease is spread by certain chosen behaviors, because there is no specific therapy in existence, and because a vaccine is not yet available, the most important goals for institutions will be those of increasing awareness and providing education to prevent further spread of the disease"[2].

D. Relevant Issues About the San Francisco Community College District

1. An academic institution such as the San Francisco Community College District provides an organized environment with an accessible population for AIDS education.

2. Staff and students are appropriate individuals with the necessary skills to assist with an AIDS education program.

3. As the largest adult educational institution in San Francisco, the District can utilize its expertise to provide AIDS education to a large segment of the city's population.

4. The District serves students and recent immigrants who many times are missed by conventional information sources.

III Components of the Program

A. Goal

1. To establish a model AIDS education program to decrease morbidity and mortality among the faculty, staff, administration, and students of the San Francisco Community College District.

B. Objectives

1. To assess levels of knowledge about AIDS, transmission, and prevention in the target population.
2. To increase levels of knowledge about AIDS among the San Francisco Community College populations by utilizing a variety of educational approaches.
3. To develop an AIDS Education Office encompassing a library, speakers' bureau, information dissemination, public relations activities, etc.
4. To create a liaison with community and academic institutions.

C. Activities

1. Conduct needs assessment of faculty, staff, students, and administration.
   a. Assess following areas but not limited to:
      1) Levels of knowledge about AIDS and Safe Sex.
      2) Attitudes about AIDS and related topics.
      3) Present sexual behavior and other risk behaviors.
      4) Effective ways in which people learn about AIDS.
   b. Determine which methods of information dissemination are most successful for faculty, staff, students, and administration.
      1) Use questionnaire and/or interview or other chosen methods.

2) Determine sample number.

3) Utilize student and staff samples to reflect larger populations.

2. Implement Staff Development

a. Instructional Faculty, counselors, and other student service personnel

1) One-hour presentation on Faculty Institute/Planning Day.

a) Possible usage of appropriate videotape, slides, etc. and community speaker.

b) Handouts to include fact sheet, pamphlets, and a resource list with various available course outlines, books, pamphlets, community resources, etc.

2) Seminars on selected topics scheduled at various times to include College, Centers, and District day and evening faculty

a) AIDS curriculum (see Resource Manual).

b) AIDS and the health care worker, AIDS and the food industry, AIDS and children, etc.

c) Counseling issues.

3) Counselors and other student service personnel

a) In addition to Faculty Institute/Planning Days, plan a seminar according to their requested needs.

b) Suggested times

(1) Spring Counselors' Conference or

(2) Multiple offerings of same seminar.

4) Travel budget for conference attendance to be determined.

b. Classified

1) For all classified staff

a) Obtain administrative directive for release time.

b) Consult with the supervisors about operations at their sites.

c) Schedule attendance of one half of a department's staff while the remaining staff "covers"; then reverse the process.

d) Organize AIDS in the Workplace or other video and/or literature distribution and appropriate speaker(s).

e) Distribute agenda of presentations for ease of scheduling by supervisors.

2) District Office Staff

a) Two sessions, see 1c.

b) Staff from other sites missing presentations could also attend.

3) Centers Staff

a) Depending on number of staff and directors' decision, staff from two or three Centers can be combined, or

b) Schedule one seminar at each Center

4) City College Staff

a) Target those staff who did not attend any of the five presentations during Spring and Summer 1987 (see addendum 3).

b) Plan for on-going presentations.

c. Administration

1) In-service scheduled during appointed meeting times or at their request

a) Basic AIDS information plus topical subjects at their request

b) Discuss how to coordinate dissemination of information to their personnel

c) Stress importance of their leadership role.

d) Detail AIDS activities which are occurring throughout the District and other academic institutions, at State Chancellor's level, etc.

e) Distribute fact sheet, resource list, terminology sheet etc.

3. Implement Student Education

a. Suggested methodologies

1) Plan A: Dispersal of written information to students within the District each semester (eighth grade reading level).

a) Process

(1) Fact sheet produced by AIDS Education Office and/or pamphlet.

((a)) To be distributed with the cooperation of Department Chairpersons and Centers' Directors.

((b)) Possible inclusion of pre- and/or post-test with fact sheet.

((c)) Resource numbers included on fact sheet.

(2) Requests for further information to be handled by AIDS office.

((a)) Advantages of Plan A

i. District-wide distribution.

ii. Time and cost-efficient.

iii. Fosters student independence by having the student request more information.

((b)) Disadvantages of Plan A

i. No planned follow-up.

ii. Least interactive dissemination of information.

iii. Most minimal presentation of information.

iv. Requires student to request more information

2) Plan B: AIDS information given to all interested students in the District each semester.

a) Process

(1) One week of scheduled sessions at seven Centers, District Office, and City College.

(2) Hourly presentations starting at 8:00 a.m. through 3:00 p.m. (and evening hours to be determined) or at the discretion of the local administrators,

(3) Hourly sessions each day with varied topics, such as:

8-9	What Is a Safe Relationship?
9-10	AIDS and People of Color
10-11	Sex, AIDS and Drugs, videotape plus discussion
11-12	Antibody Testing
12-1	AIDS: Political, Legal, and Social Factors
1-2	Women and AIDS
2-3	AIDS Facts

(4) Same presentations to be repeated on subsequent days but at a different hour for each day.

(5) Lectures by District and Community individuals; videotapes such as Sex, AIDS and Drugs and Beyond Fear, and appropriate pamphlets.

(a) Evaluation forms for lecturers and videotapes.

(6) Widely publicized schedule of events.

(7) Endorsements to be requested from Associated Students, and student clubs and groups.

(8) Work with various departments and Centers to give classroom credit and extra credit for students' attendance at presentations.

(9) Coordinate with counselors, administration, and faculty in order to increase student participation.

(10) Brief pre- and post-test of knowledge.

(11) Possible follow-up of some students 4-6 weeks later to document knowledge and/or attitude changes.

b) Advantages of Plan B

(1) Student given freedom to choose area(s) of interest.

(2) Efficient, organized method of dissemination.

(3) Interactive presentations.

(4) Little interference with faculty's classroom schedule.

c) Disadvantages of Plan B

(1) Only motivated students will attend.

(2) Excludes as yet unreached audiences.

(3) High amount of time and organization involved.

3) Plan C: Integration of AIDS education as a required subject area to be taught within various curricula

a) Process

(1) Various curricula to be determined by faculty and administration.

(2) Basic information on AIDS presented by faculty, community speakers, and/or the use of videotapes. Pre- and post-testing would be optional.

b) Advantages of Plan C

(1) Reaches greatest percentage of student body.

(2) Emphasizes importance of AIDS education and the need for immediate education as the primary tool in confronting the disease.

(3) Educates large number of students in relatively short time period.

(4) Continuity with San Francisco Unified School District's AIDS program in which students receive information on AIDS in Family Life curricula.

(5) Provides reinforcement of subject matter, semester after semester.

c) Disadvantages of Plan C

(1) Possible resistance to learning by students who did not freely choose to be educated about AIDS.

(2) Imposition of curriculum onto faculty who do not agree with the necessity of this method of AIDS education.

(3) Duplication of effort; i.e., student may attend two or three required discussions in various departments or classes unless given credit for previous attendance.

(4) Requires the greatest amount of work, time, and money.

4. Implement student/peer endeavors

a. Areas to recruit student representatives for AIDS Advisory Board

1) Article in student newspapers

2) Contact student clubs, groups, appropriate faculty chairs, etc.

3) Target areas to recruit Centers' students

a) Allied health programs

b) Job skills programs

c) Upper level ESL classes

d) Castro-Valencia site

b. Contests

1) Suggestions

a) Poster

(1) Duplicate for use (not included in the budget).

b) Essay and/or poetry

(1) publish examples, i.e. winner, runners-up.

c) Rap

d) Tell a Friend/Share with a Friend Contest

(1) Anecdotal information about AIDS-related situations to be published in Guardsman and/or AIDS Office publications.

2) Evaluate need for separate contests for College and Centers.

c. Student Clubs

1) Consult for input either through needs assessment or personal interview.

2) Encourage student-organized and-managed activities.

d. Peer Advisors

1) Work with college peer advisors.

2) Consider training peer advisors in AIDS education through work study program.

e. Student volunteer program for community agencies such as Shanti, Hospice, etc.

1) In coordination with student club program.

2) In coordination with community service classes.

3) To receive extra class credit.

5. Develop AIDS Education Office

a. Location to be determined by considering access and visibility.

b. Information and resource service

1) Intra-and extra-District

a) Coordinate with existing District structures.

b) Determine procedures for extra-District AIDS communication.

2) On-going update of information

a) Subscribe to current resources and coordinate with other District recipients.

b) Review procured publications for timeliness and appropriateness.

c. Speakers' Bureau

1) Suggested resources on which to draw: community, district personnel, student organizations, unions

d. Library

1) Coordinate with existing District resources

a) Determine best placement for access.

2) Audio-visual

a) Coordinate with College Audio-visual department.

b) Evaluate audio-visuals' applicability.

3) Printed materials including books, pamphlets, newsletter, use of graphics, etc.

a) Coordinate procurement and sharing of materials within the District.

b) Evaluate materials.

4) Data Bank

a) Preparation of AIDS Education Office materials.

b) Coordination with other available District resources, i.e., College Library, Teachers' Resource Center, etc.

c) Exploration of and liaison with existing data banks.

e. Literature dissemination

1) Needs assessment will determine methods of delivery and choices of literature, such as newsletters, flyers and posters, pamphlets, terminology sheets, comic strips and other graphics, etc.

2) Organize literature distribution plan for College, Centers, District Office, and satellite sites.

3) Develop logo for literature produced by the AIDS office.

f. Advisory Board

1) To serve as an evaluation component, support system, and information resource.

2) Utilize existing AIDS policy committee members and expand with new members from the community and district.

g. Publicity

1) Coordinate with other district areas such as Public Relations, student newspapers and radio, staff publications, etc.

2) Determine method of communication with media regarding AIDS-related issues within the district.

a) Use of spokesperson(s).

b) Consult with legal counsel and Advisory Board.

c) Use written responses to media (see addendum 4).

3) Prepare articles on AIDS programs for neighborhood papers.

4) Use press conferences and press releases.

5. Establish liaison with following groups but not limited to:

a. Community organizations, i.e., San Francisco AIDS Foundation; Third World Advisory Task Force; M.I.R.A. (Multicultural Inquiry and Research in AIDS); Asian American Recovery Services, Inc.; KWIC-FAN (Kapuna West Inner-City Child/Family AIDS Network); Bayview-Hunters Point Foundation; Multicultural Prevention Resources Committee; Black Coalition on AIDS; Latino Coalition on AIDS; AIDS Health Project; Project Aware; People with AIDS; National Native American AIDS Prevention Center, etc.

b. Academic institutions and plans

1) San Francisco Higher Education Consortium.

2) Specifically coordinate with San Francisco Unified School District's Program of AIDS Education.

3) Master Plan and its implications.

4) Other California community colleges.

5) Other colleges and universities.

6) Chancellor's Office of Community Colleges.

c. Intradistrict

1) Academic Senates, student services, administration, etc.

2) Encourage individuals within the District to utilize the AIDS Education Office.

3) See Section II, Populations with Special Needs, Resource Manual.

d. Government

1) City

2) State

3) Federal

e. Private Sector

1) Procurers of contract education.

2) Service, professional, other organizations.

6. Pursue grant research and development.

a. Work directly with District Grants writer.

b. Monitor federal, state, and city sources.

c. Investigate companies, associations, and other private sources.

III. Evaluation

A. Consult with District researchers.

B. Determine results of staff and student educational program and needs assessment.

C. Consider obtaining a graduate student to assist with evaluative process.

D. Qualitative

1. Biannual report by AIDS Educational Coordinator.

2. Participant feedback, evaluative comments from Advisory Board, Academic Senates, individual faculty, staff, students, administration, etc.

IV Budget

A. Start-up costs (see addendum 5).

B. On-going budget to be determined after completion of needs assessment.

V First year objectives and timeline

A. First semester

1. Initiate liaison network.

2. Establish AIDS Education Office.

3. Develop and implement needs assessment.

4. Develop and implement first phase of student education program.

B. Second Semester

1. Analyze data from needs assessment and first semester student education program.

2. Continue ongoing program for student education.

3. First phase of Staff Development in terms of needs assessment data.

4. Continue liaison and AIDS education office activities.

See Resource Manual for information in the following areas:

I. Curriculum and course development.

II. Population with special needs.

III. Personnel and administrative issues.

VI. Special areas: concerns and guidelines

V. Special events.

RESOURCE MANUAL

I. CURRICULUM AND COURSE DEVELOPMENT

A. Create ADA-producing courses/seminars/workshops

1. Contract education

a. City and state employees, private industry, community groups.

b. Public service groups: immigration; public library talks; YMCA's and other similar organizations; seniors.

c. Preparation of curriculum and courses for other agencies.

2. Centers

a. Community presentations on AIDS through Women's Resource Centers; Enabler Program, etc.

3. Classroom sign-up sheets indicating further interest in AIDS education would initiate an ADA producing class.

4. Referral of interested Centers' students to college credit classes.

5. Establishment of possible continuing education courses.

B. Develop Resources

1. List available published and unpublished curriculum from other academic institutions on file.

2. Form a resource group of District personnel who would be available for consultation on technical AIDS topics, i.e., biology, physiology, immunology, epidemeology, research, etc.

a. Organize a course with this information for other intra-and extra-District educators.

3. Establish procedures to disseminate District-initiated curriculum to other institutions.

C. List AIDS-related courses in an easily identified area in the time schedule, college catalogue, or other widely distributed publications

D. Submit information on special courses, curriculum, etc. to media

E. Information from Chancellor's Grant (see addendum 6)

II POPULATIONS WITH SPECIAL NEEDS

A. Multi-ethnic, multi-cultural

1. Background information

a. In July 1987, a random survey by the San Francisco Department of Public Health found San Francisco minorities to be "very high risk"[3].

b. According to Dr. Robert E. Fullilove of Multicultural Inquiry and Research on AIDS, "There are significant cultural differences between whites and members of minority communities, differences that inhibit the spread of information about AIDS which have been designed for white audiences"[4].

2. Network with community agencies for mutual benefit, i.e., the Mission Center's Bilingual AIDS Project.

3. Use materials and presentations appropriate to specific populations.

4. Integrate Bayview-Hunters Point Foundation and City Department of Public Health's Rap contests into District plan as well as other successful programs.

5. Network with College and Centers ESL departments.

6. Give single sex presentations as found appropriate.

7. Give native language presentations as required and include any information available on AIDS and its impact in students' parent countries.

8. Use graphics, comics, and pictorials, when applicable.

9. Develop and/or use available literature appropriate to language ability.

10. Begin a resource list of bilingual educators.

B. Adult basic education students

1. Background information

a. Individuals may be receiving minimal AIDS information because of low-level reading skills and lack of available information.

2. Coordinate with Basic Education Department.

3. Aim for appropriate reading level.

a. Investigate various projects for production of literature or use available resources.

b. Integrate graphics, comics, and pictorials, when applicable.

C. GED applicants

1. Coordinate with testing technician to display appropriate AIDS information.

D. Students with disabilities

1. Assist Enabler programs in obtaining information in Braille (S.F. AIDS Foundation); readers, tapes, etc.

2. Coordinate with Enabler Programs to provide support services for people with AIDS.

E. High-risk behaviors or conditions: sexual practices, substance abuse, hemophilia, and partners of the preceding groups.

1. Background information

   a. Ten percent prevalence of antibodies to HIV among 281 heterosexual IV drug users in San Francisco during 1984-85.[5]

2. Increase information on substance abuse.

3. Present AIDS information in non-AIDS identified workshops, such as "Communication Workshop;" "What is a Safe Relationship?;" "Information on Drug Abuse;" etc.

4. Recognize the need for clear and direct information for sub populations in their own vernacular.

5. Encourage individuals to contact AIDS Education Office individually

F. Women

1. Background information

   a. All assumptions about AIDS in women have been based on longitudinal studies of men.

   b. San Francisco Research Studies:

      1) California Partners' Study - ongoing analysis for male and female partners of infected or high-risk individuals

      2) Project Aware (Association for AIDS Research and Education) in San Francisco: samples women who consider themselves to be at risk of AIDS due to sexual contacts with multiple partners or with infected or high-risk men

2. Co-sponsor programs for District and/or community with Women's Resource Center, Womens' Re-Entry to Education, Women's Studies, and Women's Sports, etc.

G. Children

1. Provide pamphlets and/or in-service for Parent Education Program, pediatric component of Allied Health, and nursing programs, College Child Care Center (administered by San Francisco Unified School District).

2. Coordinate an AIDS and Children conference as a special event.

III PERSONNEL AND ADMINISTRATIVE ISSUES

A. Coordination of appropriate activities with personnel as needed

1. Affirmative Action Officer.

2. Directors of Personnel Services, etc.

B. Dissemination of District's adopted AIDS Policy

1. Distribute other AIDS related information with the Policy for students and staff.

2. And/or publish it in Campus Report; Chalk Talk; catalogues; time schedules; flyers for bulletin boards, etc.

C. Dissemination of District's administrative guidelines after adoption

1. Guidelines can be integrated into an AIDS in the Workplace booklet (see addendum 7).

2. Add AIDS terminology sheet to booklet.

D. Employee Rights and Access

1. Prepare fact sheet of all applicable legal regulations (consult with legal counsel).

a. California Fair Employment and Housing Act.

b. California State Assembly Bill, AB 87.

c. San Francisco Municipal Ordinance.

d. Nassau County (Florida) School Board vs Arline ruling.

2. Initiate discussion of advocacy for employees with AIDS.

E. Liaison with Unions

1. Provide information for Union publications and other situations.

2. Update unions regarding workplace issues.

F. Confidentiality of Records

1. Information cannot be provided to faculty, administrators, students, parents, or staff without written permission of the individual.

2. The District is in compliance with State and Federal laws and regulations regarding reporting of Public Health data.

3. Student Health maintains its records in a secure and confidential manner.

IV. Special areas: concerns and guidelines

A. Food service workers and students

1. Students and employees known to be infected with HIV do not have to be restricted from work unless they have evidence of another infection or illness for which any food-service worker should also be restricted (see addendum 8).

2. Refer appropriate information to food service areas (for example, addendum 8).

B. Health care workers and students

1. Health Care Workers (HCW's) include but are not limited to nurses, physicians, dentists and other dental workers, laboratory technicians, paramedics, housekeepers, laundry workers, and others whose work involves contact with people with AIDS and their blood or body fluids.

2. Refer appropriate information to health care areas (for example, addenda 8 and 9).

C. Sterilization, disinfection, housekeeping, and waste disposal.

1. Routine precautions to be followed when there is a possibility of exposure to blood or other body fluids (see addendum 9).

2. Refer appropriate information to Buildings and Grounds as well as other applicable areas, for example, addendum 9 and other literature.

D. Cardiopulmonary resuscitation instruction

1. See guidelines of American Heart Association, American Red Cross, and Centers for Disease Control (see addendum 10).

2. No known cases of any communicable disease have been transferred during CPR classes[6].

E. Teaching Laboratories

1. Protocols to be established by individual departments.

F. Athletics including intramural sports

1. Protocols to be established by individual departments, i.e., accidental blood and/or body fluid spills, student athletes with AIDS, etc.

V. SPECIAL EVENTS

A. AIDS Awareness Week

1. The apparent success of two previous weeks provides a district focus for future events.

2. Examples of activities not previously included in AIDS Awareness Weeks: condom promotions; food booths; raffle for donated prize(s); wellness-focused workshops on prevention.

3. Depending on time and resources an AIDS Awareness Day may be preferable to a week-long event.

B. Theater and/or film festival

1. Coordinate performance or festival with another sponsoring agency i.e. College Drama Department; student clubs; Concert and Lecture Series, etc.
2. Work with College Drama Department to research and choose a production which could be staged.
3. Invite creator(s) of film, video, or play to District and have special event and/or benefit.
4. Have Concert and Lecture Series co-sponsor a theatrical group who would perform an AIDS related production.

C. Poetry readings

1. Invite students and staff to share their own poetry.
2. Coordinate community and academic event.

D. Groups

1. Examples of such groups are rap, drop-in, "worried well," etc.
2. Groups can be offered by District counselors or counselors from AIDS Health Project or other community organization.
3. Resource list of community support groups available for individual or staff referral.

E. AIDS Conference

1. The District can serve as a host for other community colleges to share information on AIDS education efforts.
2. Investigate availability of money from State Chancellor's Office to implement such conferences.

3. Depending on availability of money, conference could be expanded to local and/or other educational institutions.

F. Distribute AIDS information in a city-wide mailing of class schedules.

1. Not in proposed budget.

2. Coordinate with a community agency.

FOOTNOTES

1. Kodama, Cathy, MPH, AIDS Education on the College Campus, Project of University of California, Berkeley, Student Health Service, January 1987, p6.

2. Keeling, Richard P.,M.D., Editor, AIDS on the College Campus, ACHA Special Report, P X-XI

3. Survey Detail San Francisco Minorities' "Very High Risk," San Francisco Chronicle, 7/28/87.

4. Fullilove, Robert E., Ed.D. "Minority Communities and AIDS: A Review of Recent Literature," Multicultural Inquiry and Research on AIDS, Spring 1987.

5. Chaisson, Richard E., M.D., Moss, Onishi, Osmond, "Human Immunodeficiency Virus Infection in Heterosexual Intravenous Drug Users in San Francisco," American Journal of Public Health, February 1987, p.70.

6. Artificial Respiration/CPRTraining : Disease Transmission, "Information for Red Cross Chapters and Instructors," P 20.

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Frank Ingersoll
Rosa Perez
Leslie Smith

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****

ADDENDUM 1

AIDS Awareness Week: An Operational Model, submitted to American Journal of College Health. 1987

ABSTRACT

An AIDS Awareness Week was designed for members of the San Francisco Community College District to initiate an ongoing AIDS education program. The methods and procedures used to organize this event are outlined as an operational model that others can use.

BACKGROUND

The San Francisco Community College District administers a two-year Community College, City College of San Francisco, and a Centers Division composed of seven Centers with numerous sites. The Centers offer non-credit English as a Second Language, remedial education, and job-skills programs to adults throughout the city. The District serves one of every twelve adult San Franciscans, including many recent immigrants and individuals at the low end of the socio-economic scale. Eighty-five percent of this population is between 18 and 45, the most sexually active age group. [1.] However, into the fourth year of the AIDS epidemic, the San Francisco Community College District did not have a program for AIDS education.

As part of an ad hoc District-wide AIDS education committee of faculty, staff, students, and administrators, the authors formulated the concept of an AIDS Awareness Week. Our goal was to produce in three months a well publicized and varied program of educational events which would begin AIDS education within the District.

It was our intent to educate as much of our community as quickly as possible in an attempt to contain the spread of AIDS. [2.] We were in agreement with the American College Health Association's Special Report which concludes that, "The primary response of colleges and universities to the AIDS epidemic must be education." [3.] To accomplish this task we needed to deliver AIDS information

to a multi-ethnic and multi-cultural population of approximately 62,000 people. 4.

Experience showed that the planning process that produced AIDS Awareness Week was critical to the program's success. Below we present each of our objectives (underlined) followed by a description of how we implemented each objective.

METHOD

Define the audience.

We targeted every level of the District including administration, faculty, classified support staff, and students. Attendance from outside the District was also encouraged.

Our student population differs from the city's norm by being composed of 72% ethnic/racial minorities as compared to San Francisco's 55%. Our perception was that the majority of this population was not receiving AIDS information from other sources because:

1) A significant percentage of the minority students are new immigrants with limited access to AIDS information.
2) Approximately 1,000 native-born students per semester enroll in Adult Basic Education to overcome illiteracy or low-level reading skills.
3) The average student income is below $12,000 (which is $9,000 less than average white American family income). These students, we inferred, did not have the resources for newspapers, magazines, and other information items.

Determine behavioral goals.

At the conclusion of the week's events, we anticipated that our participants should be able to:

1. Define AIDS and ARC (AIDS Related Condition) including the causes of the infection.
2. Know the diseases of AIDS and their symptoms.
3. List the ways AIDS is transmitted.
4. Discuss what could happen when someone is infected with the virus.
5. Be aware of available health care treatments, screening, and resources.
6. Be familiar with protection/prevention methods.
7. Discuss personal, political, spiritual, and legal implications of AIDS/ARC.
8. Discover the opportunities available for volunteer work.

Identify sources for funding.

The volunteer committee began without a budget. Since the District had no provision for this kind of event, we approached the only available source, a District-wide Staff Development committee. With the additional assistance of the San Francisco AIDS Foundation, an allocation of $3,000 was eventually provided for the event: $1300 for a color poster, $700 for lecture and performer fees, $500 for printing 50,000 double-sided schedules of the events, and $300 for one coordinator who was a part-time faculty member. The other coordinator was allocated partial release time from her regular full-time college schedule.

Include as many motivated members from the target populations on the committee as possible.

Out of our projected audience we targeted specific groups: campus police, allied health and nursing students, hotel and restaurant students, faculty

supervisors, and classified (clerical) staff. We encouraged representatives of these groups to become involved in the planning. The weekly meetings were widely publicized. All interested persons and groups were kept informed of the committee's progress through biweekly reports.

Involve all administrative levels by disseminating information from the top down. [5].

The AIDS committee sponsored a series of pre-event orientation lectures specifically for administrators. The attending administrators subsequently lent invaluable assistance by encouraging their subordinates to attend the week's events. Similar in-service lectures were then presented at faculty meetings. Faculty were requested to schedule lectures in their own classrooms.

Obtain endorsement from appropriate groups for support and publicity.

We asked for and received endorsement from the Chancellor/Superintendent, the Governing Board, the Academic Senates, the Unions, Department Chairpersons Council, and Associated Students. These groups publicized AIDS Awareness Week and encouraged participation. We also asked the Chancellor to invite Governing Board members to take part in major events.

Utilize a varied and comprehensive approach to encompass the complexities and emotionalism of the topic.

The week's events included poetry readings; theater performances; general classroom lectures; panel discussions on public policy, media AIDS coverage, discrimination, and the Black community; information fairs; ongoing video tape showings of AIDS in the Workplace and AIDS Lifeline; and a student-sponsored dance. Similar multi-faceted approaches had been successful at institutions such as San Francisco State University, Stanford University,

and the University of California at Berkeley.[6] We scheduled topics such as AIDS medical update, women and AIDS, AIDS and drug abuse, as well as basic AIDS information. (See box showing the official schedule of the events.)

Plan for as many captive audiences as possible.

We had learned from past experience that students do not readily attend extracurricular or enrichment activities. Therefore, we asked faculty to invite AIDS speakers into their classrooms and the individual Centers to hold events requiring their populations' participation. In addition, Community College groups and organizations were encouraged to schedule AIDS speakers on their regular calendars. The two divisions of the District (the college and the seven Centers) had approximately equal numbers of scheduled events.

Maintain accurate, consistent, ongoing publicity.

Our primary method of publicity was the distribution of fifty thousand comprehensive schedules of the week's events. Other internal publicity included the student newspapers, faculty newsletters, student radio, flyers, and information marquees around City College. Most importantly, a City College art teacher brought in a student-designed poster. The design was seen as a unifying symbol for the event since it emphasized the human aspects of the disease. Five hundred copies of this dramatic four-color poster were produced with its unifying slogan: All Individuals Deserve Support.

Publicity outside the District included an all-events news release to the local media. The lecture on AIDS and Public Policy was publicized as part of the Concert and Lecture series of free weekly events by separate press releases to local TV, radio, and newspapers. The San Francisco AIDS Foundation listed the event in its monthly schedule and promoted the week-long activity.

Network with all available resources.

A wide variety of organizations gave presentations: the Shanti Project, the San Francisco Department of Public Health, San Francisco General Hospital, etc. (See the schedule for the complete list.) Throughout the planning and organizing process we worked closely with the San Francisco AIDS Foundation who cosponsored the week.

The Foundation provided access to its staff and speakers' bureau. It donated nearly 50,000 pamphlets and brochures free of charge (which included 30,000 copies of their popular Lifeline pamphlet), its AIDS in the Workplace video, and $500 for the production of our poster. In appreciation, we were able to present a Tagalog translation of Lifeline to the Foundation. [7.]

EVALUATION

The coordinators did not have a budget or release time for a needs assessment or post-evaluation. Within these limitations we agreed that "Community prevention programs must proceed...before definite evidence of their effectiveness is available." [8.] It is unclear to what extent our behavioral goals for the participants were met.

The following is an assessment of the week's events.

Statistics

Thirty thousand Lifeline pamphlets and fifty thousand schedules were distributed in the District. Three thousand individuals attended extracurricular events: panel discussions, theater presentations, poetry readings, video tape showings, information fairs, and the dance. More than two thousand additional students heard a guest lecturer discuss AIDS in their classrooms.

At the college twenty-three out of more than a thousand instructors requested sixty classroom lecture presentations that represented most of the departments we wished to target: nursing, allied health, biology, criminology,

public speaking, hotel and restaurant, English, computer science, health education, consumer arts and science, as well as campus police.

One evening event, AIDS and Discrimination, was cancelled through lack of attendance; this presentation was not coordinated with faculty whose classes meet once a week, for six-or nine-week cycles. The evening faculty should have been contacted prior to the event to emphasize the importance of this presentation and to organize release time for their students.

Achievements

Reactions to the presentations by students and staff were positive. Question and answer periods after the presentations often went overtime. Faculty requested future speakers and more pamphlets prior to the week's ending.

We brought information to a population that was both ethnically, culturally and economically diverse and spread out over a wide geographic area.

The collaboration with the San Francisco AIDS Foundation provided us with the pamphlets we did not have time to develop and with the services of health educators not allowed by our budget. Their cosponsorship gave them access to a population they found difficult to reach (recent immigrants and a multi-cultural, multi-ethnic group). This use of an existing community resource was extremely beneficial to both organizations.

One site collected nearly $200 for AIDS organizations and three Centers collected cartons of food for people with AIDS. Alerted to AIDS awareness Week through the press releases, California Senator Milton Marks awarded the District A COMMENDATION OF MERIT FOR SERVICE.

Some of the positive changes that occurred as a result of the program were: the formation of a District-wide AIDS policy committee; the approval of the first District AIDS home-care training program; initiation of two

AIDS courses in the curriculum; and a comprehensive collection of AIDS material organized at the college library including a widely distributed AIDS bibliography.

Concerns

The late budget and delayed granting of release time kept the coordinators' efforts directed toward producing the event. Without a planned evaluation, the observed success was not formally documented. Another improvement would have been increased access to the classified support staff, such as secretaries, cafeteria workers, gardeners, etc. Even though administration recommended that this segment of the population attend events during the week, release time should have been assigned.

To reinforce the Safe Sex guidelines that were taught during the week, we hoped to distribute free condoms at all events. We were able to accomplish this at only one site where a limited number of condoms, supplied by the San Francisco Aids Foundation, provided a tangible way of reinforcing the issue. [9.]

Overall, audiences were interested in basic AIDS information. Time had to be taken from many lectures to discuss elementary AIDS information. Enough basic AIDS lectures should be scheduled to satisfy the needs of the audience before the topic can be expanded.

A major problem was dispensing schedules, pamphlets, and posters using a distribution system that was able to reach only those individuals in the largest departments and the most accessible areas. We also had to rely on administrators and department heads to forward materials to teachers for distribution to students.

A limited number of schedules and posters were distributed to facilities outside the District such as public schools, public libraries, and social service agencies. For greater participation, a press conference would have generated more publicity.

CONCLUSION

The model presented can be applied to diverse settings and various circumstances, but an evaluation component is desirable to document program effectiveness.

People need to hear AIDS information over and over again. Feelings of resistance, anger, and denial associated with AIDS have to be processed before its causes and preventions can be understood. [10.]

REFERENCES

1. Statistics provided by the San Francisco Community College District, 1986.
2. AIDS and Civil Liberties, General Policy. ACLU of Northern California March 1st, 1986.
3. AIDS on the College Campus, ACHA Special Report Richard P. Keeling, M.D., Editor. American College Health Association, 1986.
4. Statistics provided by the San Francisco Community College District, 1986.
5. Op. cit. AIDS on the College Campus, 25
6. Information provided by the San Francisco AIDS Foundation, 1986.
7. San Francisco AIDS Foundation Lifeline pamphlets were currently available in English, Spanish, and Cantonese.
8. Curran, James W., Morgan, Meade W., Hardy, Ann M., Jaffe, Harold W., Darrow, William W., and Dowdle, Walter R., Epidemiology of AIDS: Current Status and Future Prospects. Science,1985 September; 229, 1357.
9. Risk Reduction with Condom Use, Michael Helquist, Editor, Focus, a Review of AIDS Research, 1986 January; (1), 4
10. Aids in the Workplace, San Francisco AIDS Foundation Video, 1986.

ADDENDUM 2

CHANCELLOR'S FUND FOR THE IMPROVEMENT OF EDUCATIONAL SERVICES

APPLICANT: EDMUND E. BEDECARRAX DATE: 4/21/87

DIVISION: CITY COLLEGE OF SAN FRANCISCO

DEPARTMENT: BIOLOGY

PHONE: 239-3645 BEST TIME TO BE REACHED: MWF 9-12

TYPE OF PROJECT: CURRICULUM DEVELOPMENT
INSTRUCTIONAL IMPROVEMENT

NAME OF PROJECT: AIDS PREVENTION: THE CREATION OF AN EDUCATIONAL MODEL

STATEMENT OF NEED:

The statistics on the spread of AIDS in our society are shocking. Recently the Center on Disease Control estimated that within one year three new cases of AIDS will be diagnosed per hour and that one person will die of the disease each hour. 21% of the reported AIDS cases in the United States are between the age of 20-29, 47% are between the ages of 30-38. Twice as many Blacks and Hispanics are diagnosed with the disease than would be expected by their representative percentages in the general population. Between 1.5 to 5.5 million people have already been exposed to the AIDS virus. It is now predicted that 100% of all those testing positive for exposure to the HIV-I virus will develop AIDS or ARC within a five to ten year period.

It is generally recognized that an effective vaccine against the virus will not be available for years to come. The most effective means of preventation of AIDS appears to be education.

Educators are faced with a dilemma; how do you design an educational program that is tailor-made for specific interest groups and audiences and what material about the disease do you present? Once you have decided on your objectives and have researched the material what resources are available for your use and where do you secure them? Until we solve these problems it will be unlikely that we will be able to design efficient and accurate educational programs to deal with AIDS education.

GOAL: To develop a model for educational programs designed to provide information about AIDS to audiences of diverse social, economic, cultural, racial, and educational backgrounds. To develop curriculum materials that can be easily adapted to the needs of a specific audience. To explore sources of funding and methods of generating ADA from such educational programs.

OBJECTIVES:

1. Explain the principles involved in the epidemiology of AIDS so that the instructor is able to be a source of accurate information to others.

2. Identify means of preventing contact with infectious agents, especially AIDS, and develop methods of communicating this information to others.

3. Outline approaches that can be used with specific audiences and provide a resource of information to be used when addressing the concerns of a specific audience.

4. Provide a resource of educational tools, slides, transparancies, handouts etc. that can used to supplement an instructor's presentation.

5. Provide an updated source for new information and changing directions in relationship to the disease.

6. Search for funds to finance educational programs and develop strategies for applying for these funds.

PROCEDURES:

1. Develop a core curriculum consisting of basic, essential information about the disease that can be presented to all audiences.

2. Develop techniques and procedures to modify the information to meet the needs or interests of the intended audiences.

3. Develop examples of lesson plans that can be used by instructors in different academic disciplines.

4. Design materials (handouts, slides, transparancies, bibliographies, audio-visual resources etc.) to be available to interested staff throughout the district community.

5. To search for and create a network with funding sources and to convince these sources to assist this educationl community.

OUTCOMES: It is hoped that this project will provide educators in our district, and other members of the educational community with an educational package that will provide their audiences with a core of basic information about the AIDS epidemic and its preventation. At the same time the package will provide information as to how to design a presentation to address the specific needs/concerns of the intended audience. The project will also provide the interested instructor with updated and accurate information about AIDS and will also provide the instructor with supplementary materials to augment their presentations. Most importantly this project will provide information on available funding for such programs as well as exploring the feasibility of generating ADA.

EVALUATION:

1. Provide the materials developed to target groups selected throughout the district and test their effectiveness by actual presentation.

2. Develop a pre-test and a post-test to be administered to the intended audience during the Spring semester 1988.

3. Secure the evaluation and criticisms of instructors using materials developed by this project.

DISTRICT FACILITIES AND EQUIPMENT NEEDED TO ACCOMPLISH THIS PROJECT:

1. classroom
2. office space
3. typewrtier, computer
4. duplicating services
6. audio-visual equipment..VCR. 16 mm projector, slide projector.

MANAGEMENT:

1. It is anticipated that some assistance will be needed to work on this project. I plan to contact students in my classes and arrange for their assignment under the Work Experience courses offered by the Department of Biology.

2. I will coordinate all activities of the project by conducting necessary training programs and meeting with student volunteers on a weekly basis. Once materials are developed I will coordinate by activities through the Chancellor's AIDS Policy Committee.

3. TIME-LINE

A. **Summer** of 1987 ... Outline procedure, secure volunteers

B. **August** 1987- December 1987... Develop core curriculum; design model for presentation to **specific** groups; design educational resources and supplementary materials.

C. **January 1988** - May 1988.... Select several diverse **segments** of the district community to serve as tests for the curriculum; refine core curriculum, special presentation format, and educational resources by presenting material to several groups within the district; make a final report of the project.

CHANCELLOR'S FUND FOR THE IMPROVEMENT OF EDUCATIONAL SERVICES

BUDGET DETAILS

CERTIFICATED SALARIES

Instructors, Nonteaching

175 hours x $ 16.34 per hour — 2,859.50

Instructors, Teaching

_____ hours x $ _____ per hour — _____

Lecturers

____ at $ _____ per appearance — _____

CLASSIFIED SALARIES

_____ hours at $ _____ per hour — _____

BOOKS, SUPPLIES,
AND EQUIPMENT

35 mm film, drawing supplies, textbooks — 100

OTHER OPERATING EXPENSES

_____

TOTAL — 2,959.50

Approval: Approved Expenditure _____ Date: _____

_____ Chair, Chancellor's Grants Committee

5/84

ADDENDUM 3

San Francisco Community College District

City College of San Francisco/Community College Centers

33 Gough Street • San Francisco, California 94103 • (415) 239-3092

Office of the Chancellor

SIXTH DRAFT 10/6/87

AIDS Guidelines for Administration, Faculty, Staff, and Students of the San Francisco Community College District.

A. District officials shall not undertake programs of screening prospective, newly admitted or current students for antibodies to HIV; neither shall mandatory screening of prospective or present employees be implemented.

B. Students and employees with AIDS, AIDS Related Complex, or a positive HIV antibody test, whether they are symptomatic or not, shall be allowed regular classroom, cocurricular, and extracurricular attendance and working conditions in an unrestricted manner as long as they are psychologically and physically able.

C. The District shall provide reasonable accommodation to students and employees with AIDS or AIDS Related Complex in a manner consistent with accommodations provided to persons with other handicapped conditions.

D. The District shall not restrict the access of students or employees with AIDS, AIDS Related Complex, or a positive HIV antibody test to any of its public facilities including, but not limited to, student unions, theatres, restaurants, cafeterias, snack bars, rest rooms, gymnasiums, swimming pools, recreational facilities, or other common areas.

E. Students and employees shall not be required to respond to questions about their personal health status with respect to AIDS, AIDS Related Complex or a positive HIV antibody test. Any information voluntarily provided shall be confidential.

F. No person, group, agency, insurer, employer, or institution shall be provided with any medical information without the prior specific written consent of the student or employee, except where required by law.

G. Procedures for handling of the decontamination of environmental surfaces and objects soiled by blood or body fluids, shall be adopted and implemented.

AR 1.12.01

Governing Board
San Francisco Community College District
Alan S. Wong, President
Robert E. Burton, Vice President
Ernest "Chuck" Ayala, Rev. Amos C. Brown
John Riordan, Dr. Tim Wolfred
Hilary Hsu, Chancellor-Superintendent

ADDENDUM 4

San Francisco Community College District

City College of San Francisco/Community College Centers

33 Gough Street • San Francisco, California 94103 • (415) 239-3092
Office of the Chancellor

POLICY MANUAL- Section 1.12 - AIDS/ARC POLICY STATEMENT

The San Francisco Community College District is committed to providing a safe as well as fair, sensitive and non-discriminatory environment which is in compliance with federal, state, and local regulations. According to medical evidence, individuals with AIDS/ARC, or who are perceived as having AIDS/ARC, do not present a health risk to others in the classroom nor in the workplace. Whenever possible, the District will provide students, faculty and staff with current information on AIDS/ARC from available medical sources.

The San Francisco Community College District will treat all employees and students equally, regardless of whether they have AIDS/ARC, are perceived to have AIDS/ARC, belong to a group thought to be particularly susceptible to AIDS/ARC, are related to or reside with persons having AIDS/ARC, or have tested positive for the HTLV-III antibody. An individual with AIDS/ARC will not be denied employment or enrollment for instruction in the District as long as he/she is able to perform in accordance with the respective standards of each position. Furthermore, the District will not require an individual to undergo antibody testing, nor other AIDS/ARC medical screening, as a condition of employment or enrollment.

The District will not deny a person who has AIDS/ARC any benefits for which he/she is eligible. The District endorses the San Francisco Municipal Ordinance, PROHIBITING DISCRIMINATION ON THE BASIS OF AIDS AND ASSOCIATED CONDITIONS (SECT. 1, PART II, CHAP VIII, ARTICLE 38).

San Francis[illegible]ege District
Alan[illegible]dent
Robert E.[illegible] President
Ernest "Chuck" A[illegible]. Amos C. Brown
John Riordan J[illegible] Dr. Tim Wolfred
Hilary Hsu, Ch[illegible]uperintendent

ADDENDUM 5

AIDS EDUCATION OFFICE - BUDGET

1120	Coordinator (Schedule I)	$17,403 - $39,203
2110	Clerk Typist (1424)	$694 - $838 biweekly = $20,112 (Top) + benefits
3598	CWS/Lab - $5.02/hr or $75.30/wk x 36 weeks =	$ 2,710.80
5210	Professional meetings	$ 1,000.00
5190	Translation & Speakers	$ 2,500.00
6410	Equipment - IBM Clone PC, Modern Printer	$ 2,500.00
	VCR & Monitor	1,000.00
	Overhead Projector	200.00
	Slide projector	300.00
	Tape Recorder	100.00
4300	Supplies	$10,000.00
	Films, reference materials, printing supplies, video and audio tapes, ect.	
?	Office equipment:	
	Desk	
	File cabinets (2)	
	Bookcases (2 large)	
	chairs (4)	

NOTE: ABOVE IS THE REQUESTED BUDGET

APPROVED BUDGET:	$33,000 - for Coordinator
	1,000 - for supplies
TOTAL	$34,000

ERIC Clearinghouse for Junior Colleges JUN 10 1988